STUDENT HANDBOOK
2015-2016

Department of Counselor Education
University of Montana
Dear Incoming Fall 2015 Cohort:

Congratulations on your acceptance into the Department of Counselor Education! We extend our warmest welcome to you. As you know, our admission process is quite competitive. You have demonstrated both your desire and readiness to begin graduate studies in Counselor Education and to become a professional mental health or school counselor.

We hope our time together will be a journey of self-discovery, development of important skills, and increased knowledge. This, of course, is a life-long journey, but the next few years will most likely be intensively focused on the learning and skill development necessary to become a credentialed counselor. As a CACREP-Accredited Program, we reflect the training and values associated with our profession.

The faculty and staff are eager to play a central role in your education. In addition, you’ll find you’ve joined a learning community—and your fellow members in this community have much to offer you. Graduate school is a great time to meet friends and colleagues who will add to your personal and professional life.

Please read the following pages thoroughly. You’ll find a page near the end to sign as evidence that you’ve read this Handbook. You will be responsible for knowing and understanding the content as well as applying and following guidance herein. Be sure to keep this copy, it constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user-friendly, clear, and helpful.

In addition to detailed information about our Master’s degree offerings, this handbook contains a brief description of the Educational Specialist degree. As well, there is a separate Handbook for Ed.S. students. For information about our doctoral program, please refer to our website and/or consult with a faculty member, who can provide you with the Doctoral Handbook.

Thanks for joining The University of Montana’s Department of Counselor Education. We’re happy you are here!

Warm Regards,

The UM Counselor Education Faculty and Staff
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College and Department Information

The Department of Counselor Education is located in the Phyllis J. Washington College of Education and Human Sciences. The College is NCATE-accredited, and had recently been successfully re-accredited by CACREP, the national accrediting body for professional counseling programs. The following describes general values of the College:

PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES
MISSION STATEMENT

The College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Core Values and Professional Dispositions

The Phyllis J Washington College of Education and Human Sciences community is guided by five core values in the pursuit of its mission:

- The holistic ideal: An education of the whole person that balances the social, emotional, cultural, physical, spiritual, intellectual, and aesthetic dimensions
- Intellectual enthusiasm: A dynamic pursuit of knowledge and dissemination of ideas and information within a culture that nourishes creativity and curiosity
- Social responsibility: An engagement in service and ethical behaviors in support of human dignity
- Personal and professional introspection: A lifelong commitment to authentic reflection and continual growth
- A global community: An inclusive perspective grounded in mutual respect that actively seeks and embraces a diversity of voices

Core values are reflected in a person’s actions and attitudes, or dispositions. Therefore, appropriate professional dispositions for educators are demonstrated by responsible behavior and mature judgment. Teacher education candidates are required to participate thoughtfully in classes and field experiences, to prioritize responsibilities to meet deadlines, and to accept and apply constructive feedback.

Candidates are welcomed as contributing members of this learning community and are expected to assume a tactful, supportive role that reflects a sincere respect for others in all academic endeavors. The effective use of the facets of language and the ability to meet the physical and emotional demands of the counseling and teaching professions are essential.
CONCEPTUAL FRAMEWORK
FOR THE UNIVERSITY PROFESSIONAL EDUCATION PROGRAMS

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and effective members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaning to our lives. It is through our connections with others—our shared decision-making, our common purpose, and our support for each other’s growth—that we satisfy our needs as humans.

A growing body of research supports the view that learning occurs best in communities. A learning community is a special kind of community that is created in the classroom or in an educational institution as a whole, and comes into being when everyone involved in the learning process shares a commitment to learning. Because the concept of learning community has been used in many different contexts, it must have a specific meaning before it can be a unifying theme. Our learning community is characterized by the following elements:

- Integration of Ideas: Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.

- Cooperative Endeavors: In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.

- Respect for Diversity and Individual Worth: A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence.

When people gather to transmit knowledge and share ideas in an institution such as a university, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of each other’s background, and values how it contributes to the whole. Ideas, too, are valued for their diversity. People delight in their opportunities to gain knowledge cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among separate subject areas and among people, ultimately coming to understanding the importance of lifelong learning in a global society.
DEPARTMENT OF COUNSELOR EDUCATION
MISSION STATEMENT

The Department of Counselor Education at the University of Montana strives to provide an academically stimulating learning environment which engenders healthy intellectual and emotional development. We prepare students to function as competent, ethical professional counselors who work sensitively with a diverse array of needs and people in a wide range of school and mental health settings. Our department recognizes the need for professional advocacy and the importance of social justice. We also support the integration of ideas, cooperative endeavors, and respect for diversity.

EDUCATION POLICY ON STUDENT DIVERSITY
The Department of Counselor Education is committed to recruiting and retaining qualified students who represent a culturally diverse society.

Department Objectives
The UM Department of Counselor Education seeks to prepare counselors who:

• Understand and practice core school and mental health counseling roles, stay current in the profession and are life-long learners in counseling practice and scholarly activity, recognizing the importance of continued personal growth and exploration of self as socio-racial being, as well as personal biases and assumptions that interfere with professional competence;

• Are exposed to the broad spectrum of counseling theory and human development as applied to students and clients of diverse social and racial backgrounds;

• Facilitate student and client lifelong career development through assessment, educational planning, and cutting edge technology;

• Understand and apply counseling and consultation processes necessary to assist individuals, groups, and families, utilizing the ethics codes and ethical behaviors applicable to their professional identities and credentials;

• Are able to understand and use group and family theories and methods to address systemic and ecological factors that affect the lives of those with whom they work;

• Choose counseling assessment instruments based on their appropriateness and efficacy, being especially aware of racial and ethno cultural implications, while understanding the process, benefits, and limits of diagnosis and treatment planning;

• Recognize the importance of seeking consultation and/or supervision from the professional community and of belonging to and participating in professional counseling organizations at the local, state, regional, and national levels; and

• Utilize effective, and when possible, empirically supported means of assisting clients or students in their growth and development, striving toward accountability through data collection and analysis.
Faculty and Staff

CORE FACULTY

Cathy Brinckerhoff Jenni, Ph.D.
Cathy.jenni@mso.umt.edu (406 243-2608)

Cathy Jenni began her academic career in Psychology at Stanford University. After Peace Corps service in Liberia, West Africa, she received a master’s degree in Child Development and Early Childhood Education from Stanford. She was employed for a number of years training Child Development specialists in the California Community College System. She received her doctorate in Psychology with a clinical emphasis from Saybrook Institute in San Francisco in 1990. Cathy was employed as a psychotherapist and wellness counselor for a few years at the Counseling Center at The University of Montana. Since 1990, she has been a professor in the Department of Counselor Education at The University of Montana. Cathy currently serves as a Board Member for the Montana Board of Social Work Examiners and Licensed Professional Counselors and as an Early Head Start consultant.

Cathy’s theoretical approaches to counseling and psychotherapy have focused on Existential-Humanistic theory and Family Systems. She has an interest in Constructivism, related to both. Recently she has begun exploring mind-body Psychotherapy. Her research interests are focused in these areas, with an emphasis on qualitative research models, including phenomenological work, or exploring the everyday “lived world”. Cathy is a Black Belt level teacher of the Nia Technique, a holistic, joy-focused practice that includes body, mind, spirit and emotion.

Kirsten Murray, Ph.D.
Kirsten.murray@umontana.edu (406-243-2650)

Kirsten’s educational background includes a B.S. in Psychology and Interpersonal Communication from The University of Idaho, an M. Coun. in Couple and Family Counseling from Idaho State University, and a Ph.D. in Counselor Education and Counseling, also from Idaho State University. After four years teaching and supervising counselors-in-training at Indiana University of Pennsylvania, she returned west and joined the Department of Counselor Education at The University of Montana in the Fall of 2011. Kirsten’s experience began in group-home settings and extended across community non-profit settings and private practice.

Kirsten enjoys incorporating attention to advocacy, social justice, and systems work into her teaching and clinical pursuits. Her scholarly interests include qualitative research methodologies, wellness and resiliency practices, counselor training and supervision, and family and couple counseling. Kirsten remains active with The American Counseling Association and its affiliates.
Lindsey Nichols, Ph.D.
Lindsey.Nichols@umontana.edu (406-243-5820)

Lindsey M. Nichols, Ph.D. earned her B.S. in History and M.A. in Education at the University of Connecticut, M.Ed. in School Counseling from UNC-Chapel Hill, and doctorate in Counselor Education & Supervision from Penn State University. Dr. Nichols was a middle school counselor in North Carolina, is a licensed school counselor in Montana, and Nationally Certified Counselor. As the School Counseling Program Lead and Co-Director of the Intercultural Youth and Family Development Program (a Peace Corps, Master’s International Program), she has worked with NBCC and NBCC-I to bring the Mental Health Facilitator program to UM. She is also a Grief Specialist with Tamarack Grief Resource Center specializing in outdoor grief camps for youth and families.

Lindsey’s professional interests include intercultural beliefs and approaches to health and healing, grief and loss, career development, school counseling and school and community collaboration. Traveling throughout her life, as a doctoral student she helped to develop an international program focused on culture and counseling in Turkey and participated in a professional institute in Italy. She hopes to do much more traveling, but is thrilled to be in Montana and exploring all the west has to offer.

John Sommers-Flanagan, Ph.D.
John.sf@mso.umt.edu (406-243-5820)

John Sommers-Flanagan is a professor in Counselor Education at The University of Montana, a clinical psychologist, and has served as a mental health consultant with Trapper Creek Job Corps. Prior to his appointment to the Department of Counselor Education, John received his doctorate in 1986 from The University of Montana. He served as executive director of Families First Parenting Programs in Missoula, Montana from 1995 to 2003. John primarily specializes in working with children, parents, and families. He is a former columnist for the Missoulian newspaper, former local public radio show co-host of “What Is It With Men?” and coauthor of over 40 professional publications and 8 books, including Tough Kids, Cool Counseling (American Counseling Association, 2007), Clinical Interviewing (Wiley, 2009), and How to Listen so Parents will Talk and Talk so Parents will Listen (Wiley, 2012). In his spare time, John loves to run (slowly), dance (poorly), laugh (loudly—usually at himself), and produce home-made family music videos.

Veronica Johnson, Ed. D.
Veronica.johnson@mso.umt.edu (406-240-6543)

Roni received her B.A. in Psychology from the University of Montana, her M.A. in Mental Health Counseling from the University of Montana, and her Ed.D. in Counselor Education and Supervision, also from the University of Montana. After teaching for five years at Winona State University in Minnesota, Roni returned home to join the Department of Counselor Education at the University of Montana. Roni’s clinical experiences include group home work, college counseling, adult mental health, and couples counseling. Her teaching and research interests include clinical supervision and
supervision training, development and maintenance of intimate relationships, and professional ethics.

Roni’s favorite extracurricular activities include playing Scrabble, floating the river, and spending time with friends and family. She enjoys traveling, being outdoors, and watching her family grow.

Intimate Relationships Director

*Sara Polanchek, LCSW, Ed.D.*
Sara.polanchek@mso.umt.edu (406-243-4140)

Sara is currently a doctoral student and teaching assistant in the Counselor Education and Supervision program. In addition, Sara also counsels parents and teaches parenting workshops in the areas of Positive Discipline, healthy sleep, and self-esteem. She has worked as an educator and counselor for the past ten years at Families First, a local non-profit agency that serves families. After graduating from Arizona State University in 1999 with a masters in social work, Sara worked at Golden Triangle Mental Health Center in Great Falls, Montana as a treatment team leader and therapist with foster families and foster children. She and her husband enjoy skiing, skating, hiking, and family chess tournaments with their two boys ages seven and nine.

**ADJUNCT AND AFFILIATE FACULTY**

*Nancy Seldin, Ed.D.*

*Renee Schoening, Ed.D.*
Renee.Schoening@mso.umt.edu

Renee’ Parker Schoening, Ed.D., LCPC is a visiting assistant professor in Counselor Education at The University of Montana and a practicing elementary school counselor in Deer Lodge, Montana. Renee’ serves on the executive board for the Montana School Counselor Association and is involved in the School Counselor Leadership Initiative across the state. She earned her Doctorate from the University of Montana in 2005 and also has a Master’s degree in Marriage and Family Therapy from Fuller Graduate School of Psychology in Pasadena, California and a Bachelors in Business and Education from Montana State University. She speaks and trains in the area of Relational Aggression in girls, which was the topic of her dissertation work. She is married to Drew, a Clinical Psychologist, and is mom to two teenage children. Her leisure time is spent watching them in their various sporting, music, and academic events. She loves to quilt and sings semi-professionally for weddings, funerals, community, and church events.

*Mike Frost, LCPC, LAC*

Michael.frost@umontana.com (243-4711)

Our steady summer instructor, Mike Frost received his master’s degree in Guidance and Counseling from UM in 1988. He has been the Coordinator of the Self Over Substance program at The University of Montana since 1998. Previously, Mike worked as a Mental Health Counselor at Counseling and Psychological Services (CAPS) from 1991 to 1998, and from 1988 to 1991 he served as a Substance Abuse Counselor at Recovery Foundation in Missoula. Mike is also an adjunct professor with the Department of Counselor Education, where he supervises practicum and internships for Counselor
Education students and teaches the core summer course with additions. Currently, Mike is the Chair of UM’s Drug and Alcohol Advisory Committee.

**DOCTORAL TEACHING ASSISTANTS**

*Collin Fehr*
*Michele Backlund*
*Micaela Sacra*
*Aubry Scott*
Counselor Identity

WHAT IS PROFESSIONAL COUNSELING?

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counseling is a collaborative effort between the counselor and the client/student. Through counseling, people can examine the behaviors, thoughts, and feelings that are causing difficulties in their lives. Clients and students learn effective ways to deal with their problems by building upon personal strengths. A professional counselor encourages growth and development in ways that foster client interests and welfare. For one view of the developmental process involved in counselor identity, note the following:

By Timothy E. Coppock
From: http://ct.counseling.org/2012/03/a-closer-look-at-developing-counselor-identity/

“To be sure, professional identity is much more than attending and presenting at conferences. But the process of building identity does include strong relationships with mentors and colleagues who aspire to teach and learn from one another at conferences and continuing education events. And, most formidably, professional identity is built during the two to four years devoted to acquiring the master’s degree required for licensure as a professional counselor in all 50 states. Indeed, there would be no licensure for professional counselors and, hence, we would not be able to provide vital services to clients if it weren’t for the dedication and advocacy of professional counselors and counselor educators. Professional identity depends in part on the critical decisions and crucial sacrifices made by leading counselors and counselor educators. They forged the relationships and coalitions necessary to enact laws that ensure credentialing and accreditation by organizations such as the National Board for Certified Counselors and the Council for Accreditation of Counseling and Related Educational Programs. They also provide us with the ACA Code of Ethics and other professional guidelines that protect both the public and our obligation to provide services that meet standards of care. Ultimately, if not for the perseverance and continued dedication of these leaders, counselor licensure laws would not have been enacted in all 50 states. “

WHO ARE PROFESSIONAL MENTAL HEALTH COUNSELORS?

Licensed professional counselors provide quality mental health counseling to millions of Americans. Professional counselors have a graduate degree in counseling or a related field which included an internship and academic coursework in the eight core areas of professional counseling.

Professional counselors are licensed or certified in every state in the United States and the District of Columbia. State licensure typically requires a master’s or doctoral degree, two or three years of supervised clinical experience, and the passage of an examination. Many excellent professional counselors are certified by the National Board for Certified Counselors (NBCC). Participation in continuing education is often required for the renewal of a license or certification.

Professional counselors adhere to a code of ethics that protects client or student confidentiality, prohibits discrimination, and requires understanding of and respect for diverse cultural backgrounds.
It also mandates that professional counselors put the needs and welfare of clients before all others in their practice.

**WHO ARE PROFESSIONAL SCHOOL COUNSELORS?**

Professional school counselors address the academic, career, and personal/social needs of all students through the implementation of a comprehensive, standards-based, developmental school counseling program. They are employed in elementary, middle or junior high, and senior high schools, and in post-secondary settings. Their work is differentiated by attention to age-specific developmental stages of student growth, and the needs, tasks and student interests related to those stages. School counselors work with all students, including those considered at-risk and those with special needs. They are specialists in human behavior and build relationships which provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

**PROFESSIONAL COUNSELING ORGANIZATIONS AND RESOURCES**

The American Counseling Association, [http://www.counseling.org](http://www.counseling.org)
American Mental Health Counselors Association, [http://www.amhca.org](http://www.amhca.org)
American School Counselor Association, [http://www.schoolcounselor.org](http://www.schoolcounselor.org)
The National Board of Certified Counselors, [http://www.nbcc.org](http://www.nbcc.org)
Montana Counseling Association, [http://www.mtcounseling.org](http://www.mtcounseling.org)
Montana School Counselor Association, [http://www.mtschoolcounselor.org](http://www.mtschoolcounselor.org)
Council for Accreditation of Counseling and Related Educational Programs, [http://www.cacrep.org](http://www.cacrep.org)

**PROFESSIONAL INVOLVEMENT**

Students are encouraged to become active members in professional counseling organizations. Professional involvement and activities can take form many ways, including volunteering at conferences, presenting research and innovative methods to professional bodies, or sometimes holding a professional office. Students are strongly encouraged to work with faculty members to further cultivate their professional interests and identities beyond our foundational coursework and advising.
Part II
Department Policies
Ethical Responsibilities

Within the first month of study, all students are required to read the Code of Ethics of the American Counseling Association and the American School Counseling Association. At all times, you must conduct yourself in professional and ethical ways while studying and practicing in our degree programs. Failure to do so will result in the termination of your training with us. The ethical codes can be found online at www.counseling.org/ethics/, and www.schoolcounselor.org/files/EthicalStandards2010.pdf respectively.

Department Communication Policies

POSTING OF DEPARTMENT ANNOUNCEMENTS AND INFORMATION

Please check our website http://coehs.umt.edu/departments/counseled/, CyberBear, the department bulletin boards, and your mail files for information about courses, sign-ups for limited enrollment classes, schedules, workshops, internship opportunities, graduation deadlines and requirements, social events, news about the campus, colloquium information and so forth. Please check your hanging file folder regularly. These are located in the file cabinet in the Phyllis J. Washington Education Center Room 210. During the Fall and Spring semesters, the departmental TAs produce the Counseling Digest—A weekly electronic informational newsletter distributed to the Counselor Education e-mail list.

ELECTRONIC MAIL

All students must establish an e-mail account in their first semester of study (this service is free to UM students). Your account must be through The University of Montana though you can establish an alias that will pass University email through to your personal email. You can establish a U of MT account in the Liberal Arts building on campus. Be sure to take your Griz Card with you (Griz Cards are obtained in the University Center). Provide the Master’s T.A. with your current e-mail for our department roster. Faculty and staff frequently use e-mail to contact students, so check yours daily. Whenever you change your address, phone number or e-mail address, please notify the master’s T.A. immediately or you may miss important information.

CELL/MOBILE PHONE USE

Turn off your cell phone during class time, consultation time, supervision, and counseling times. If you’ve forgotten to turn it off and it rings, do NOT answer. It is not acceptable to send or check texts messages in class.
First Year Requirements

FALL ORIENTATION AND PROFESSIONAL IDENTITY ENHANCER
At the beginning of the fall term, at a time determined to be convenient for most students, the department faculty and second year students will host a social gathering intended to welcome all students back to campus and facilitate professional and social connections among students. Besides being fun, the intention of this gathering is to facilitate deeper connections among students who will soon become professional colleagues.

During the fall semester, incoming students are required to attend COUN 510: Introduction to the Counseling Profession, a one-credit interactive class that serves as an introduction to the program and the profession. This course is managed by the department faculty and will include TA’s and guests. During this time together, we begin to foster the counselor identity that will develop throughout the rest of your time in our graduate program. COUN 510 includes two full days of instruction.

PROFESSIONAL ASSOCIATION MEMBERSHIP

Students must submit proof of membership in a professional organization and professional liability insurance to the T.A. during their first fall semester, as well as each subsequent year when the membership is renewed. All students are encouraged to be continuous members of the American Counseling Association (www.counseling.org), the American Mental Health Counseling Association (http://www.amhca.org) or the American School Counselor Association (www.schoolcounselor.org). Membership in the Montana Counseling Association (www.mtcounseling.org) and the Montana School Counseling Association (www.mtschoolcounselor.org) is also encouraged.

LIABILITY INSURANCE

During your first term, while enrolled in COUN 512, Fundamentals of Counseling, you must obtain liability insurance available through the American Counseling Association or the American School Counseling Association. At the present time, student liability insurance is included in student membership in the above two organizations. Regardless of which policy you obtain, you must give a copy of your liability insurance certificate to the T.A. every year or you will not be able to engage in clinical work. You may need to request the certificate from your insurance carrier; they do not always send the certificates automatically. You must carry this insurance throughout your studies with us, and it is your responsibility to ensure the Department has proof of current coverage on file at all times.

BACKGROUND CHECK

The Department of Counselor Education does not require a background check. Students should be aware that internship sites may require a background check, as will most employers after graduation. As well, licensing entities are very likely to require a background check. It is best for students to discuss any background concerns with their advisor during the first semester of study.
Advising

USE OF FACULTY ADVISING

Please use faculty office hours and/or email for extended conversations and be sure to come prepared for advising. Fill out your proposed course of study, and make notes of any questions you might have. Keep up with Department or Graduate School policy changes by consulting the department bulletin board, the course offerings board, and the Counselor Education Handbook. New students are encouraged to meet with their advisor during their first month of enrollment or sooner to develop a personalized program of study.

NOTE: Department faculty do not provide counseling to students. This would constitute a dual role that would seriously impact the objectivity necessary in each role, and would therefore be considered highly unethical. When faculty members recognize areas that may inhibit professional effectiveness, they will identify these to the student and suggest resources that may be helpful. Faculty are obligated to consider any and all information they are aware of in considering a student’s progress toward becoming a school counselor or licensed mental health counselor. Therefore, all information that students choose to share in class, in advising sessions, at social gatherings, or in any other context is not considered confidential.

In some instances, students will not be allowed to participate in practicum or internship until the identified personal or professional issues are resolved. In rare cases, students may be asked to withdraw from the department for personal and/or academic reasons, including seriously unethical or behavior or plagiarism. Faculty will make every effort to work with students to identify such problems as early as possible in the educational process and to develop a remediation plan that addresses these issues.

Additional advising materials to be reviewed are located in Appendix B.

SWITCHING OR COMBINING TRACKS

You were accepted into a specific course of study. Because of strict guidelines related to our CACREP accreditation, it is not possible to complete both tracks while doing your studies for your M.A. If you applied for the School Counseling Track, you cannot automatically take courses in the Mental Health Track, nor can you automatically switch tracks. On a course-by-course basis, you may be allowed to take a given course, but you cannot complete the practicum and internship requirements in the other track. In order to do this, you need to graduate and then seek admission to the other track, or the Ed.S. degree.

EXCEPTIONS POLICY

Students may request exceptions to the set program of study, which will be reviewed by the entire faculty. When exceptions are approved, these will be noted in the student’s file. Requests for exceptions to rules established by the Graduate School of the University of Montana must be made in writing to the Graduate School after approval by the Counselor Education faculty. Decisions of the
Graduate School are final. It is very rare for the Graduate School or the Department of Counselor Education to approve a major exception.

CONTINUOUS ENROLLMENT POLICIES

The Department of Counselor Education follows campus enrollment policies, which are available at the Graduate School Website.
http://life.umt.edu/grad/Academic%20Policies/Degree_Standards.php#Continuous%20Registration

This is a summary of some of the key policies: Continuous enrollment must be maintained during a student’s graduate studies. Once you begin, you must register for a minimum of 3 credits every fall and every spring term. This does not apply to summer term, though certain courses are available only during summer. Students may apply for one leave of absence (one academic year) during their academic program. A leave of absence application is filed with the Department of Counselor Education, which forwards the request to the Graduate School for approval. The approval is not automatic.

Should the student, together with her/his advisor, determine that a leave of absence is necessary, this request must be brought to the entire faculty for review. If the leave is supported by the Counselor Education faculty, the student must write a formal request for leave on the form available on the Grad School website: www.umt.edu/graduate. Generally, leaves are granted primarily for health reasons, though other reasons or hardships may qualify. The Graduate Dean is the person who grants the leave. Should the Counselor Education faculty approve the leave, students may wish to visit with the Graduate Dean prior to making the formal request.
Evaluation Procedures

PROGRESS THROUGH PROGRAM OF STUDY

Graduate students are expected to move toward independent but collaborative learning, consulting with faculty as necessary while maintaining a clear and focused professional direction. Students must demonstrate improvement and development in academic, clinical, consultative and critical thinking skills, and make timely progress toward their degree.

INCOMPLETE COURSEWORK

The Department of Counselor Education expects students to complete all work for a course during the semester in which it is taught. We encourage students to consult with the course instructor as soon as it appears that the student will experience difficulty with course completion. When course requirements are not completed during the semester a course is offered, students will receive a grade of “I” or “Incomplete” in all but unusual circumstances.

Examples of what defines “unusual” are the Department providing an inadequate number of clients for COUN 530 or ongoing work on a Thesis/Professional paper (COUN 699) which may qualify for a grade of “N”. An “I” must be completed within one academic year or it reverts to a lower grade, usually a “C”, “D”, or an “F”. Please consult the faculty teaching a specific course for more information on how much work must be completed to qualify for an “I”. Incompletes generally revert to an “F” after one year. Students find incompletes difficult to finish once the energy from class attendance is lost. You will always be busy, so make every effort to finish your courses on time.

Students who have more than six credits of “Incomplete” or grades of “N” will be reviewed by the faculty to insure that they are making adequate academic progress. Such students will be asked to sign a contract guaranteeing a satisfactory timeline for the completion of outstanding work. Continuous accumulation of more than six credits of incomplete or “N” grades may cause the student to be suspended from the department. Students are advised to consult with the campus Financial Aid Office regarding “Incomplete” grades. These may negatively impact financial assistance.

UNSATISFACTORY GRADES

Any grade of “D” or lower received in a required for non-clinical course will not count toward your degree. Should you receive a “D” in a course, you must be repeat the course. The department considers grades of “C” or lower to serve as indicators of remediation. Should you receive grades of “C” or lower, this may serve as evidence for a remediation and professional development plan. Please note for a grade at the C level or below in a clinical class will result in a conference for remediation. This meeting will construct a plan for clinical improvement and include involved parties such as the Internship Instructor, Advisor, Faculty Member, etc.

In addition, the Graduate School maintains the following: Students must maintain a B average in courses taken for graduate credit at The University of Montana; no grade below C will be accepted toward any degree requirement. The student is automatically on academic probation if the
cumulative grade point average falls below 3.0, and the program or the Graduate School may place limits on the time for the student to remediate the academic problem. For more information on the Graduate School’s academic policies, see their website at: www.umt.edu/grad/Academic%20Policies/Degree_Standards.php.

ANNUAL STUDENT EVALUATION

All students will be formally evaluated annually by the faculty for timely progress through their program of study. Primary evaluation areas include: academic development, professional counseling skills development, and personal growth or development (both generally and in relationship to professional and ethical proficiencies). As a result of evaluation, students may be asked to remediate deficiencies, explore personal issues, or take additional course work related to their stated professional goals. In cases where special difficulties are noted, the student may be asked by the faculty to take a leave from the department or to terminate graduate study. In all cases, students will be involved as early as possible in such decisions and the least disruptive course of action will be pursued.

The faculty’s evaluation is composed of observations of academic, clinical, and personal behavior in all contexts in which these occur, including both formal and informal contact. The annual evaluation committee consists of the entire department faculty. Annual evaluations take place during the last four weeks of the Spring Semester and students participate in a self-evaluation and receive an evaluation from the faculty. The faculty-generated evaluation must be signed, copied, and returned to the student’s advisor. Signing the evaluation indicates that the student has received the evaluation and does not signify that the student necessarily agrees with it.

After reading the evaluation, students may respond in writing and/or in person. The yearly evaluation is placed in the student’s file. For an example of the Student Self-Evaluation Form and Yearly Student Evaluation Form, please see Appendix C.

STUDENT REMEDIATION PROCESSES

The Department of Counselor Education engages in ongoing student review as part of our professional gatekeeping function. This professional responsibility includes attending to student concerns that include issues of impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact future students and clients. The purpose of the remediation process is to address identified issues of concern and create a plan to address student limitations. A template of a remediation plan is included in Appendix D. While all faculty will be aware of the plan, the identified student will work closely with their advisor during the remediation process. The student’s advisor will monitor progress of the plan according to an agreed upon timeline, and a faculty review will determine the next course of action for the student.

It is also important to note that unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or University. For further clarification on faculty and supervisor responsibilities, see the statement below from the 2014 ACA Code of Ethics:
Section F6: Counseling Supervision Evaluation, Remediation and Endorsement

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They insure that supervisees are aware of options available to them to address such decisions.

The Graduate School at the University of Montana also has specific policies and standards related to your status as a student in good standing at the University and in our programs.

**STUDENT APPEAL PROCESS**

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect graduate students. Such problems will usually concern a disagreement between you (the student) and a University of Montana faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, Graduate School, School of Education, or department rule, regulation, policy or procedure; course offerings, and other non-personal issues. Appeals are kept as informal as possible at each level of the process. This process is described in the Student Conduct Code:

http://www.umt.edu/vpsa/policies/student_conduct.php

**NOTE:** Students may also file a grievance through the ASUM Resolution Officer, as specified by the faculty Collective Bargaining Agreement. Such grievances do not require that resolution was sought at levels more immediate to the issue, though this is preferred. Grievances are filed though the ASUM Resolution Officer pertain to two general areas: (a) The faculty member(s) failure to carry out their responsibilities as defined in the Contract; and/or (b) the faculty member(s) failure to maintain a responsible, professional relationship with the complainant(s), using the teaching/learning context as a means to extract inappropriate personal advantage or in any other way used professional authority for other than appropriate purposes. See www.umt.ed/provost/pdf/CBA.pdf for additional information.

**Endorsement and Credentialing Policy**

The Counselor Education faculty will recommend graduates for licensure, certification, or employment only in state area(s) for which the graduate has received adequate professional preparation. This policy is based, in part, on the 2014 ACA Code of Ethics, Section F.6.d., which states: “Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they
believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.”

As Counselor Educators, we have a vested interest in your professional development and professional successes. Consequently, we are generally happy to write letters of recommendation and support for students in our department—as long as you are a student in good standing. The quality of letter we can write on your behalf is derived from a number of factors, including (a) your academic performance, (b) your counseling skill development, and (c) your personal development. These are the same areas that we focus on in our annual assessment and feedback process.

Students are encouraged to keep accurate records of all academic coursework, including course descriptions and syllabi, a copy of the graduate catalog (online), and documentation of supervision hours and professional development activities. The Department of Counselor Education cannot be responsible for keeping these records for you! These materials may be essential for your eventual eligibility for professional licensure or certification. As well, you should relocate to another state from which you seek licensure; you may need to provide your original syllabi, records of supervised hours and even examples of your academic work.

**Record Keeping**

The Department keeps a file on each student with three compartments. The first is your standard file, with your application materials. The second contains your clinical hours. The third is your advising file. These records include transcripts of all academic work completed for the degree, candidacy forms filed by the student, and materials submitted to gain admission to the department. These files are not open to the student (because they may contain confidential letters submitted for admission) without express permission from the faculty. A student’s advising and clinical files are considered open files and students can request to access to these at anytime. These files are kept for eight (8) years and then destroyed.

Please note: It is YOUR responsibility to keep duplicate copies of your hours and other materials you may need later for licensure or other matters. Student copies may be made of hour logs and all evaluations received in COUN 530 (practicum) and COUN 585 (internship).
**Writing and Research Policies**

**APA PUBLICATION STYLE**

Unless otherwise specified, all formal written assignments must adhere to the guidelines provided in the latest edition of the Publication Manual of the American Psychological Association.

**WRITING AND RESEARCH SUPPORT**

Faculty may ask students to seek campus assistance for development and remediation of writing skills. This includes grammar and syntax, cogency of argument, clarity of expression, and the ability to seek, integrate and reference academic sources. Students may be asked to rewrite papers that fail to meet graduate level writing standards. The Mansfield library has a faculty librarian available to all students. We encourage you to seek assistance to develop resources, electronic searching skills, and other library-based support.

**Group Experience**

All students are required to participate in a group experience consisting of 10 hours, led by a credentialed mental health professional, and approved of, in advance, by the faculty person who teaches the Group Counseling and Guidance course (COUN 520). The completion of this group experience will be linked to your final grade in COUN 520.
Part III

Degree Requirements

Students pursuing studies in Counselor Education are expected to obtain knowledge and experience in the following areas. Please see the CACREP Counseling Core and Specialty Standards in Appendix E of this document for a finer grained understanding:

**Academic Development**

Students are expected to increase their knowledge of facts, theories, and clinical procedures in counseling and related disciplines. In addition, they are expected to be able to think independently and to know how to use academic and professional resources appropriate to problem analysis. Students become part of a collaborative learning community that includes both higher education and community resources. They must become proficient at understanding, analyzing and critiquing the counseling research knowledge base.

**Professional Counseling Skills Development**

Students are expected to master applied skills in communication, appraisal, treatment planning and client-specific counseling techniques. They are expected to understand and participate in the process of ethical decision-making and to recognize professional and ethical challenges. Students must be able to make appropriate referrals, seek supervision, and identify personal and professional limits. At the completion of graduate studies, students must be able to form a working relationship with clients, students, teachers, and administrative personnel. When appropriate, students must be able to recognize common developmental problems, life problems, and/or mental disorders and work with these situations effectively.

**Personal Development**

Counseling is a complex skill that involves the whole person and invariably activates personal and emotional issues in the counselor. Students must learn to keep these issues from distorting the counseling relationship and achieve clarity in assessing personal issues that may potentially interfere with their ability to be effective with clients, schoolchildren, or other individuals with whom they work. *Students are expected to get assistance with personal issues that adversely affect their ability to provide effective counseling.* No trainee, however healthy psychologically, is without personal struggles—this falls on a continuum from blind spots to using or abusing customers. In few other professions is one’s level of personal and psychological development so involved in one’s work. *All students are strongly encouraged to obtain personal counseling while they are enrolled in graduate studies.*
Counseling Resources

The University of Montana’s Counseling Services offers individual and group counseling services to students as a reduced rate. Students are encouraged to contact them at 406-243-4711 to establish an appointment or gather information for personal counseling. Please note, that to avoid problems with professional boundaries, Counselor Education students do not obtain counseling from CAPS staff who also provide internship supervision for our department.

Students are also encouraged to speak with department faculty for community recommendations that support a goodness of fit when seeking personal counseling.
Master’s Degree Requirements
Clinical Mental Health Counseling Track

**Prerequisites:**
The Department of Counselor Education does not require specific undergraduate degree for admission. However, the following undergraduate prerequisites are required and must be complete prior to enrollment or during the first year of graduate study. These can be completed “credit/no credit.”
- Developmental psychology or equivalent
- Abnormal psychology
- Basic statistics and/or educational measurement

**Core Courses: Required**
- COUN 510 Introduction to The Counseling Profession 1 credit
- COUN 511 Theories and Techniques of Counseling 3 credits
- COUN 512 Fundamentals of Counseling 3 credits
- COUN 520 Group Counseling Theory 3 credits
- COUN 530 Applied Counseling Skills (AKA: Practicum)* 3 credits
- COUN 540 Individual Appraisal 3 credits
- COUN 545 Counseling Research and Program Evaluation
- COUN 550 Introduction to Family Counseling 3 credits
- COUN 560 Lifespan Developmental Counseling 3 credits
- COUN 570 Career Counseling 3 credits
- COUN 575 Multicultural Counseling 3 credits
- COUN 580 Addictions Counseling 3 credits (or similar course from another department with advisor approval)
- COUN 589 Comprehensive Exam 1 credits
- COUN 610 Professional Ethics and Orientation 3 credits

**Mental Health Counseling Track: Required**
- COUN 585 Counseling Methods: Agency (AKA: Internship)* 5 credits
- COUN 615 Diagnosis and Treatment Planning 3 credits
- COUN 625 Intro to Mental Health Systems 3 credits

**Electives**
11 credits of graduate level electives are required. When applicable to our course load, the Department will offer Counseling Electives focused on a particular area of study. Students may also consult with their faculty advisor for additional graduate course offering appropriate to their major. Students may wish to complete additional internship credits as part of their elective requirement. Please work with your advisor.

**Total minimum graduate credits, Clinical Mental Health Counseling Track: 60**
*For specific requirements related to clinical training courses (COUN 530 and COUN 585) please see the Practicum and Internship Guide.*
Master’s Degree Requirements
School Counseling Track

Prerequisites
The Department of Counselor Education does not require a specific undergraduate degree for admission. However, the following undergraduate prerequisites are required and must be completed prior to enrollment or during the first year of graduate study (These can be taken CR/NCR).

- Developmental psychology or equivalent
- Abnormal psychology or child and adolescent psychological disorders
- An exceptionality course
- Basic statistics and/or educational measurement

Core Courses: Required
- COUN 510 Introduction to The Counseling Profession 1 credit
- COUN 511 Theories and Techniques of Counseling 3 credits
- COUN 512 Fundamentals of Counseling 3 credits
- COUN 520 Group Counseling Theory 3 credits
- COUN 530 Applied Counseling Skills (AKA: Practicum)* 3 credits
- COUN 540 Individual Appraisal 3 credits
- COUN 545 Counseling Research and Program Evaluation
- COUN 550 Introduction to Family Counseling 3 credits
- COUN 560 Lifespan Developmental Counseling 3 credits
- COUN 570 Career Counseling 3 credits
- COUN 575 Multicultural Counseling 3 credits
- COUN 580 Addictions Counseling 3 credits (or similar course from another department—check with your advisor)
- COUN 589 Comprehensive Exam 1 credit
- COUN 610 Professional Ethics and Orientation 3 credits

School Counseling Track: Required
- COUN 565 School Counseling, Program Development and Supervision 3 credits
- COUN 566 Counseling Children and Adolescents in Schools 3 credits
- COUN 585 Counseling Methods: School (AKA: Internship)* 5 credits

Electives
3 credits of graduate level electives are required. School Counseling students are strongly encouraged to choose one of the following courses and/or consult with their advisor.

- G C&I 433 Basic Diagnosis/Correction Reading and Writing
- G C&I 463 Adv. Classroom Management Exceptional Learners
- G C&I 510 Adv. Educational Psychology
- G EDLD 554 School Law

Total Minimum Credits, School Counseling Track + Core: 52 credits

*For specific requirements related to clinical training courses (COUN 530 and COUN 585) please see the Practicum and Internship Guide.
School Counseling Two-Year Course Planning

Note: This is a 2-year plan. Always consult with your advisor about your personal situation, especially if you want to proceed more slowly. Be sure to include undergraduate prerequisites in your first year of study: (1) statistics (pre-540); (2) developmental psych (pre-560); (3) abnormal (pre-566) (4); An exceptionalities course. All may be taken cr/no credit, but do not count as part of your graduate degree.

First or Second Summer (12 credits total; Where possible, it is best to split courses between summers)
3 -- COUN 540 – Individual Appraisal
3 – COUN 550 – Introduction to Family Counseling
3 – COUN 570 – Career Counseling
3 – COUN 580 – Addictions Counseling

First Fall (13 credits)
1 – COUN 510 – Introduction to The Counseling Profession
3 – COUN 511 – Counseling Theories and Techniques
3 – COUN 512 – Counseling Fundamentals
3 – COUN 565 – School Counseling, Program Development and Supervision
3 – COUN 610 – Ethics and Professional Orientation

First Spring (12 credits)
3 – COUN 520 – Group Counseling
3 – COUN 530 – Applied Counseling Skills
3 – COUN 545 – Research and Program Evaluation
3 – COUN 566 – Counseling Children and Adolescents in the Schools

Second Fall (11 credits)
2 – COUN 585 – Counseling Methods, School
3 – COUN 560 – Life Span Development
3 – COUN 575 – Multicultural Counseling
3 – C&I or PSYX Elective (work with your advisor on identifying the best C&I or PSYX course for your program of study. This elective can be taken any semester or summer session too.)

Second Spring (7 credits)
(check with advisor about possible addictions courses in other departments too)
3 – COUN 585 – Counseling Methods, School
1 – COUN 589 – Comprehensive Examination

Basic Rules: (1) You need 52 graduate semester credit hours to graduate; (2) You must take COUN 511, COUN 512, COUN 565, and be enrolled in COUN 520, 566 and 610 before taking SCH practicum (COUN 530) and you must complete your 100 required COUN 530 hours before you can take COUN 585, which it a total of 5 credits for 600 hours; (3) Check with your advisor on prerequisites and electives.
Mental Health Counseling Sample 2-Year Course Planning

Note: This is a general 2-year plus Summer plan. Always consult with your advisor about your personal situation, especially if you want to proceed more slowly. We almost always recommend proceeding more slowly than this for the MH Masters degree. Undergraduate prerequisites: (1) statistics (take before COUN 540); (2) developmental psych (take pre-COUN 560); (3) abnormal psych (take pre-COUN 615)

Optional- First Summer – Consult with your advisor (12 credits over two summers)
3 – COUN 540 – Appraisal
3 – COUN 570 – Career Counseling
3 – COUN 550 – Introduction to Family Counseling
3 – COUN 580 – Addictions Course [This may also be in SW or PSYX. Consult with advisor]

First Fall (13 credits; If you can only take 10 credits, take the top 4 courses)
1 – COUN 510 – Introduction to the Counseling Profession
3 – COUN 511 – Counseling Theories and Techniques
3 – COUN 512 – Counseling Fundamentals [Skills Gate]
3 – COUN 610 – Ethics and Professional Orientation [Conceptual Gate]
3 – COUN 560 – Life Span Development

First Spring (12 credits, 15 with an elective)
3 – COUN 520 – Group Counseling
3 – COUN 530 – Applied Counseling Skills – Clinical Mental Health
3 – COUN 615 – Diagnosis and Treatment Planning in Counseling
3 – COUN 545 – Counseling Research and Program Evaluation*

Second Fall (12 credits with electives)
1 – COUN 595 – Psychopharm Seminar (online workshop, could occur over Wintersession)
2 – COUN 585 – Counseling Methods, Mental Health
3 – COUN 575 – Multicultural Counseling
3 – COUN 620: Advanced Theories and Evidence-Based Approaches (elective if offered)
3 – COUN 560 – Life Span Development—just in case you didn’t take this your first fall, you take it here]*

Second Spring (6-14 credits, depending on previous courses)
2-3 – COUN 585 – Counseling Methods, Mental Health
1 – COUN 589 – Comprehensive Examination
3 – COUN 625 – Mental Health Systems
3 – Possible elective** [COUN 475: Forgiveness or COUN 566: Counseling Children and Adolescents in the Schools are possible]
2 – Elective** [GYD/IYFD 510 – is a good 2 credit elective choice]
3 – COUN 545 – Counseling Research and Program Evaluation—just in case you didn’t take this your first spring]*

Second or Third Summer
*You might take 1 or 2 credits of COUN 585 – Counseling Methods, Mental Health
*Consult with your advisor or COUN 585 instructor for guidance on planning internship hours/credits.

Basic Rules:
(1) You need 60 graduate level semester credits to graduate;
(2) COUN 530 (Practicum) prereqs are COUN 510, 511, 512, 610; COUN 530 co-reqs are COUN 520 and 615;
(3) You must complete 100 COUN 530 hours before counting COUN 585 hours. You need 5 credits (600 hours) of COUN 585 (Internship);
(4) Consult with an advisor on electives.
COMPREHENSIVE EXAM PROCESS

During the final regular semester of the Master of Arts program of study, students complete a comprehensive examination process. It is not possible to complete this requirement during summer term. The comprehensive examination (COUN 589) includes two parts.

Part I is an objective content-based exam that includes multiple-choice and short answer questions encompassing course content from their programs of study, encompassing the CACREP Standard areas. Depending on examination results, as remediation students may be required to (a) retake a different form of the examination, (b) submit a written assignment, or (c) retake one or more courses.

Because we are a CACREP-approved program, students have the option of taking the formal NCE (National Counselor Examination), required for licensure in many states, including Montana. Taking the formal NCE in their last semester of study or within six months of graduation has significant benefits for new graduates. For CMHC graduates, it means once the required 3000 supervised hours are complete and this information is approved by the Montana licensing Board, licensure will be almost immediate. For School Counseling graduates, passing the NCE can result in an initial higher rate of compensation. New grads also become eligible for the designation “National Certified Counselor,” which may aid with licensure and employment in other states.

Students may opt not to take the formal NCE, but must take and pass the Department multiple choice exam, similar to the formal NCE.

Part II is an oral examination with the advisor and a doctoral student, focusing on demonstrating applied knowledge and skills. Mental Health and School Counseling students focus on tailored criteria for Part II of their comprehensive examination, reflective of their degree. For additional information regarding Part II of the comprehensive exam process, including evaluation rubrics, please see Appendix F.

PREPARING TO GRADUATE

Graduation Filing Policy
You must file necessary forms in a timely fashion along with the necessary supporting documents in the manner prescribed by the department policy, School of Education and Graduate School rules. It is the student’s responsibility to be aware of deadlines. Check the university website, www.umt.edu/grad for forms and specific procedures and deadlines.

Completion of Terminal Activities
Students must have completed all terminal activities including comprehensive examinations, final projects, dissertation proposals and dissertation defenses prior to finals week of the semester they
wish to graduate. Students may not take comprehensive examinations, present final projects, defend proposals or schedule a dissertation defense during the Summer Session.

**Instructions for Completing Degree Application Forms**

It is your responsibility to be aware of filing dates for graduation. Filing dates are normally about mid-semester of the semester prior to proposed graduation (about 6-8 months in advance of expected graduation date). The “Application for Admission to Candidacy” form (you need to turn in four copies!) is available from the Graduate School or online at [www.umt.edu/grad](http://www.umt.edu/grad). File this with the Graduate School and include a diploma card and the graduation filing fee.

The Graduate School form must be reviewed and signed by your advisor at least 10 days prior to the filing date deadline. At this meeting, it is your responsibility to bring complete transcripts so the advisor can verify your candidacy forms. Even if you have brought transcripts to your advisor before, be sure to bring them to this meeting.

Forms are subject to change. Contact the Graduate School to ensure the form is still current. Filing for Fall semester graduation often has a July deadline. Faculty may be out of town at mid-summer, so take care of this well in advance of the July deadline.

**Graduate School rules that apply to your degree application**

Only 9 non-degree credits or the credits earned during a single semester (whichever is more) may be applied to graduate degrees. This does not include prerequisites. Permission is required for these credits to apply. Transfer credits are generally limited to nine for the Master of Arts in Counseling.

Transfer credits are acceptable only from institutions offering graduate degrees in the discipline of the courses taken. Credits must be identified as graduate credits on your transcript from that institution and these must have been for a letter grade of A or B. Your advisor and the Graduate School reserve the right to reject courses that are inappropriate for a graduate degree in Counselor Education.

All requirements for the degree must have been completed within 6 years of the date you complete your Master of Arts degree. At least half the credits required for your degree (excluding a combined total of 15 credits for research and thesis where taken) must be at the 500 to 600 level. You must have a graduate G.P.A of 3.0 or higher to graduate.

**Note:** As you graduate, please make sure the department has an email address, your phone number, and a mailing address for you.
Appendix A

Student Responsibilities
Quick Reference Guide

A word to the smart student: During your studies, keep a personal copy of each document you obtain. Document any special arrangements that are made with a faculty member, such as waiving classes, substitutions, credits given, etc. by typing up the special arrangement, and having the faculty member sign it. Keep the original and have a copy placed in your file for future reference.

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<tr>
<th>What To Do</th>
<th>When To Do It</th>
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<tbody>
<tr>
<td>Verify acceptability of and/or complete prerequisites</td>
<td>First year</td>
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<td>Submit signed Handbook Acknowledgement Form to master’s T.A.</td>
<td>First fall semester, and when notified by faculty due to handbook updates</td>
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<td>Submit proof of ACA or ASCA membership to master’s T.A.</td>
<td>First fall semester and each time you renew</td>
</tr>
<tr>
<td>Submit Certificate of Liability Insurance to Master’s T.A.</td>
<td>When you begin Counseling Fundamentals and each time you renew (be sure this is in place for Practicum and Internship experiences)</td>
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<tr>
<td>Meet with your advisor to check in on your program of study</td>
<td>Each semester</td>
</tr>
<tr>
<td>Submit completed Spring Student Evaluation Form to your advisor and schedule meeting with your advisor to discuss your evaluation</td>
<td>Near end of each Spring semester</td>
</tr>
<tr>
<td>Submit Application for graduation to graduate school, request and complete a diploma card, and pay the graduation fee.</td>
<td>About 6 months prior to expected graduation – check the Graduate School Website. Dates are subject to change</td>
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<tr>
<td>Arrange for comps process with advisor</td>
<td>Last semester</td>
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Appendix B

Advising Materials

This electronic packet has several parts, including:

I. Advising checklist (just as a reminder to cover some essentials)
II. Program of Study Worksheet (to be completed and emailed to student)
III. MA, MH, and SCH requirements checklist (good for checking we’ve got all requirements on the worksheet—see pages 28 and 29 above for checklists.)

Note: Information on graduation, comprehensive exams, LAC advising, and all other essential material is included in the Student Handbook.

I. Advisor Checklist

The following materials are used by faculty advisors to establish a program of study, track student progress, and facilitate student-advisor communication.

Student Name_________________________________________ Semester ____________________

Advisor Name________________________________________ Date__________________________

Check the task or items accomplished this semester:

______ Check with student re: proof of insurance
______ Check with student re: prerequisites
______ Complete an updated “Program of Study” form
______ Talk with student about employment possibilities in the field
______ Encourage student involvement in professional organizations (ACA/ASCA/local)
______ Provide feedback from annual faculty evaluation (Spring only)
______ Receive student’s self-evaluation (Spring only)
______ Provide support and encouragement for student progress

List below any special issues the student has discussed that you may need to check in on next semester:
## II. Program of Study Planning Form

Advisee Name ___________________ [Type in student’s specific program of study below]

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Appendix C

Student Self-Evaluation Form

Name_________________________________________ Date__________________

Please respond to the questions below and return your response to your faculty advisor. The Counselor Education faculty will jointly review your thoughts and provide feedback on your progress, talents, and challenges on a separate form.

Academic Development
Progress through your program of study: Does your pace through the program satisfy you? What challenges have you faced? Do you anticipate a change in pace in the future? Describe.

When will you graduate? What do you need from the department or yourself so this occurs when you want it to? If you have incompletes or “N” grades, what are your plans to complete these?

Conceptual skills development and intellectual curiosity: How do you evaluate your academic development thus far? Are you becoming able to integrate academic understandings with counseling skills with real people? In what ways do you notice growing academic and clinical accomplishments?

Professional Counseling Skills and Personal Development
What accomplishments and challenges have you faced in supervisory relationships, internship and practicum experiences? (Not all these areas apply to all students).

How would you evaluate your progress in handling your personal and professional development?

Use the back to describe academic, counseling, or personal development areas you would like to focus on in the future.
Student Yearly Evaluation

Student Name:

Advisor:

Date:

Academic Development

KNOWLEDGE OF THEORIES AND CLINICAL TECHNIQUES AND APPLICATIONS IN COUNSELING

_____ Area of Concern
Student is either unable to articulate the basic theories, common factors, and developmental information, or can do so only at a surface level and is unable to integrate this knowledge into a counseling application.

_____ Acceptable
Student articulates counseling theories, common factors, group theory and techniques and makes adequate application, appropriate to her or his level of counseling development.

_____ Exemplary
Student scores at the top of quizzes and exams, makes linkages between courses and materials, demonstrates and articulates appropriate and advanced applications of the material.

Comments:

KNOWLEDGE OF HOW TO USE APPROPRIATE ACADEMIC AND PROFESSIONAL RESOURCES

_____ Area of Concern
Student relies on faculty to guide him/her in finding information and identifying sources of academic information. Over-relies on Google or other online search engines as a primary source of authority.

_____ Acceptable
Student demonstrates ability to use library and online academic sources, reads original authors and top journals in the field. Demonstrates research proficiency, readily identifying and understanding the professional counseling knowledge base.

_____ Exemplary
Student conducts extensive searches, seeks out original materials, and shows expertise in specific areas beyond expected levels. The student is able to accurately critique counseling research apply it to the knowledge base, and integrate findings into clinical practice.

Comments:
CONTRIBUTION TO COLLABORATIVE LEARNING COMMUNITIES

_____ Area of Concern
Student rarely participates in class, does not attend gatherings of students, does not attend community lectures, and does not belong to local, state, or national professional counseling groups or organizations.

_____ Acceptable
Student participates regularly in class and other student gatherings. Student is a member of at least one professional counseling association and attends campus or community lectures, professional meetings, and so on.

_____ Exemplary
Student participates actively in class, submits projects to professional meetings and conferences, attends campus or community lectures, and seeks out opportunities for scholarly collaboration with faculty and peers.

Comments:

Counseling Skill Development

ABILITY TO ESTABLISH A COUNSELING ALLIANCE

_____ Area of Concern
Student builds weak or inconsistent counseling relationships. Student sometimes fails to build a counseling alliance or has conflicts with clients.

_____ Acceptable
Student is able to consistently build a counseling relationship, utilizing basic techniques and approaches. Demonstrates an awareness of the state of the counseling alliance with each client. Student attempts to repair or address ruptures in the alliance.

_____ Exemplary
Student consistently establishes strong therapeutic alliances and is able to utilize the alliance as an active part of counseling. Demonstrates a precise awareness of the state of the relationship with each client. Student is able to recognize potential ruptures to the alliance and plans for them accordingly.

Comments:

APPRAISAL AND TREATMENT PLANNING (INCLUDING APPROPRIATE REFERRALS)

_____ Area of Concern
Student may be beginning to build an understanding of appraisal methods and consequent treatment planning, but implements them with poor or inconsistent success. The counselor does not integrate appropriate referrals.

_____ Acceptable
Student is proficient in appraisal and treatment planning methods, but does not actively seek new techniques and strategies. Although applied accurately, their appraisals and treatment plans could have more depth and integration. The counselor’s referral resources are adequate.

______Exemplary
Student demonstrates high proficiency in appraisal selection and implementation. Student creates thorough and thoughtful treatment plans with relevant theoretical underpinnings tailored to client needs. Student actively seeks new information regarding Appraisal and Treatment Planning. Student is actively building and using referral networks to best meet client needs.

Comments:

THEORETICAL APPLICATION AND USE OF APPROPRIATE COUNSELING TECHNIQUES

______ Area of Concern
Student applies basic counseling techniques, sometimes in an inconsistent, or unplanned way. Student does not work to further develop new skills and techniques.

______ Acceptable
Student consistently applies basic counseling techniques in an appropriate manner according to the level of training. Student cautiously and under supervision applies newly learned techniques grounded in a theoretical framework.

______Exemplary
Student has mastered basic counseling techniques and uses them with ease and comfort. Student actively researches new or unfamiliar techniques that best match a client’s needs and seeks supervision before implementing them. The students’ theoretical framework is solid and relied on when choosing interventions with intention.

Comments:

RECOGNIZING AND MANAGING ETHICAL CHALLENGES

______ Area of Concern
Student remains unaware of ethical challenges when they are presented or acts without regard to ethical challenges. Student may see ethical dilemmas in a black and white, right or wrong format. Student does not seek guidance or respond to input regarding ethical challenges.

______ Acceptable
Student is aware of basic ethical challenges and seeks supervision when they arise. Student may sometimes still struggle with seeing challenges as black and white. Student responds to input and feedback but does not offer consultation to other students.

______Exemplary
Student is consistently aware of many ethical challenges and grasps ethical details. Student is able to see many facets of a dilemma and uses supervision when needed. Student is able to lead others by example and provides sound, ethical feedback to other students.

Comments:

SEEKING AND RESPONDING TO SUPERVISION

_____ Area of Concern
Student does not seek supervision or seeks supervision more than necessary. Student is consistently unprepared for supervision (lacking recording or notes). Student responds poorly or defensively to feedback during supervision and fails to attempt to implement suggestions and direction in work with clients.

_____ Acceptable
Student attends regular supervision meetings. Student comes prepared to supervision meetings with recordings and notes. Student attends to and incorporates supervision directives with clients and is beginning to bring his or her voice and thoughts to the supervision collaborative.

_____ Exemplary
Student attends regular supervision meetings and seeks additional supervision when required. Student comes prepared to supervision with recordings, notes, and questions regarding client cases. Student is intentional and open about using of supervision. Student engages supervision as a collaborative process, consistently integrating directives that surface in supervision.

Comments:

Personal and Professional Development

ABILITY TO IDENTIFY AND KEEP PERSONAL ISSUES FROM ADVERSELY AFFECTING ACADEMIC PERFORMANCE, THE COUNSELING RELATIONSHIP OR OTHER PROFESSIONAL RELATIONSHIPS

_____ Area of Concern
Student allows personal issues and concerns to predominate their professional and student roles and shows little awareness or willingness to address these personal patterns.

_____ Acceptable
Student is willing to seek input when facing personal demands or issues. When personal patterns interfere with professional and student roles, the student is responsive to addressing personal concerns. Student appears to balance life demands effectively.

_____ Exemplary
Student has found ways to transform personal issues and demands into learning opportunities and shows an exceptional capacity for doing so. Student is aware of personal patterns and remain conscious of their impact. Life demands are embraced while also attending to the need for personal balance and wellness.

Comments:

ABILITY TO PRESENT ONESELF PROFESSIONALLY

_____ Area of Concern
Student does not attend to professional etiquette. Dress and/or communication styles are not reflective of professional standing. Student fails to respond to professional and student demands in a timely and responsible manner.

_____ Acceptable
Student responds to professional and student demands appropriately. Dress and communication styles are adequate and effectively meet the needs of professional and student demands. Student is timely and appropriate when responding to professional and student demands.

_____ Exemplary
The student holds a high standard of professional behavior. Dress and communication styles serve as a model to other students and reflect an overall sense of respect and duty to the profession. Student is timely, responsible, and appropriate when responding to professional and student demands.

Comments:

Student Signature __________________________________________ Date ____________________

Your signature signifies you have read this evaluation. It does not necessarily indicate you agree with it.
Appendix D

Department of Counselor Education Student Remediaion and Professional Development Plan

___ Initial Plan Review ___ Follow-up ___ Final Review

Student: __________________ Date: ______ Advisor________________________ ID________________

Identified Areas of Concern:

Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives &amp; Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Yes/No (and date)</th>
</tr>
</thead>
<tbody>
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<td>2.</td>
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</table>

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: __________________________ Date: __________

Advisor Signature: __________________________ Date: __________

Department Chair Signature: __________________________ Date: __________

Faculty Responsible for Implementing Remediation Plan (if different from Advisor)

Name: __________________________ Date: __________

Date of Next Review (if applicable):
Appendix E

To help you remember the overall picture of CACREP and our Counseling Identity, we provide the link to the

CACREP PDF ONLINE!


This is a good thing to have as you prepare for comps and PROFESSIONAL LIFE!
Appendix F
COMPREHENSIVE EXAM PART II GUIDES

COMPS Part II – Mental Health Counseling Track

Comprehensive examination (COUN 589) includes two parts. Part I is an objective content-based exam. Part II is an oral examination focusing on knowledge and skills. This document focuses on the administration and scoring of Part II of the COUN 589 comprehensive examination.

Part II of COUN 589 is administered by the student’s advisor and a doctoral student selected by the advisor. The process includes three parts:

1. Brief case presentation: The student will present a case presentation to the advisor and doctoral student. The case presentation will be necessarily brief, but should include the following components.
   a. Client demographics, including ethnicity, and presenting problem and/or reason for referral.
   b. What appropriate comprehensive assessment strategies did you use to assist in diagnosis and treatment planning? (H1) [Keep in mind here the need to be aware of and address the possibility of cultural bias in the implementation and interpretation of assessment protocols].

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<tr>
<th>Needs Improvement (Unacceptable)</th>
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The student did not adequately or accurately describe any comprehensive assessment strategies.

Notes:

The student accurately described a comprehensive assessment strategy that was or could have been used in this case.

Notes:

The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.

Notes:
c. How did you use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling in the case you are presenting? (D1)

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<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>1</td>
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<tr>
<td>The student did not adequately or accurately describe any principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>The student accurately described the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
</tr>
</tbody>
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Notes:
d. Discuss how you used basic principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology to inform your diagnosis and treatment planning. (G1)

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<tr>
<th>Needs Improvement (Unacceptable)</th>
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<tbody>
<tr>
<td>1</td>
<td>The student accurately described assessment models, case formulation, theories of human development, and concepts of normalcy and psychopathology to inform their diagnosis and treatment planning. Notes:</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts. Notes:</td>
</tr>
</tbody>
</table>

Notes:
e. What are the multicultural competencies and how did you apply them to the clinical mental health counseling case you’re presenting? (D2). Be sure to discuss how the multicultural competencies were integrated into your case formulation, diagnosis, treatment, referral, and also into the prevention of mental and emotional disorders. [This question is founded on the premise that all counseling involves, to some degree, multicultural competence.]

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<th>Needs Improvement (Unacceptable)</th>
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<td>1</td>
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<tr>
<td>The student did not adequately or accurately describe how the multicultural competencies could be integrated into case formulation, diagnosis, treatment, referral, and also into the prevention of mental and emotional disorders</td>
<td>The student accurately described how multicultural competencies can be integrated into case formulation, diagnosis, treatment, referral, and also into the prevention of mental and emotional disorders.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
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f. Discuss the concepts of optimal human development, wellness, and mental health associated with your case and steps you took (or could have taken) to facilitate optimal development, wellness, and positive mental health through prevention, education, and advocacy activities. (D3)

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<th>Needs Improvement  (Unacceptable)</th>
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<tr>
<td>The student did not adequately or accurately discuss how optimal human development, wellness, and mental health could be facilitated through prevention, education, and advocacy activities.</td>
<td>The student accurately discuss how optimal human development, wellness, and mental health could be facilitated through prevention, education, and advocacy activities.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
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Notes:
g. Discuss what strategies you used (or would have used) to promote client understanding of and access to a variety of community resources. (D4)

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<th>Needs Improvement (Unacceptable)</th>
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<td>1</td>
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<tr>
<td>The student did not adequately or accurately describe how to promote client understanding of and access to a variety of community resources.</td>
<td>The student accurately described to promote client understanding of and access to a variety of community resources.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
</tr>
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</table>

Notes:
2. Clinical mental health demonstration
   a. The student should initiate a clinical mental health counseling demonstration. In this demonstration, the student frames a situation where (H3) a screening for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders would be necessary. Then, the doctoral student will play the client in this scenario and the student will conduct a 15 minute demonstration that illustrates the key components of the addiction, aggression, and danger to self and/or others (and co-occurring mental disorders).

   b. In this presentation/demonstration, the student is expected to set the scene by talking about how important it is to conduct such screenings in the context of a supportive and collaborative counseling relationship. The student will then:

   c. Initiate an addiction screening. During this screening the student may use any appropriate screening procedures (e.g., CAGE questions), but should integrate active and empathic listening skills and motivational interviewing skills into the screening process.

   d. Initiate an aggression screening. During this screening the student should used one of a variety of rating systems (e.g., scaling questions from SFBT). Again, this procedure should be used in a manner that demonstrates listening or motivational interviewing skills.

   e. Initiate a suicide assessment interviewing process. Although this process will be brief and truncated, the student should ask directly about suicide ideation, plans, and intent. Risk factors and self-control will be assessed indirectly and the advisor will query about these issues following the role-play demonstration.

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<tr>
<td>The student did not adequately or accurately demonstrate how to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders</td>
<td>The student accurately demonstrated how to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
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Notes:
3. Follow up questions: The advisor and doctoral student can ask any questions they want during the follow-up question period. However, the following questions are essential:
   a. The advisor will also query about co-occurring mental disorders following the demonstration.
   b. After the demonstration, the advisor will ask how the student used or could have used culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (D5)

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<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>The student did not adequately or accurately describe culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling</td>
<td>The student accurately described culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, or developmental concepts.</td>
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Notes:
Comprehensive Examination
Part II – School Counseling Track

Comprehensive examination (COUN 589) includes two parts. Part I is an objective content-based exam. Part II is an oral examination focusing on knowledge and skills. This document describes the administration and scoring of Part II of the School portion of the COUN 589 comprehensive examination.

Part II of COUN 589 is administered by the student’s advisor and a doctoral student selected by the advisor. The process is designed as a MOCK SCHOOL COUNSELING INTERVIEW and will be scored using the rubrics below.

The two-person mock school counseling interview committee will begin the interview by asking the school counseling student to present cases or situations they have dealt with or might have dealt with in their practicum/internship experiences. These cases or situations should include direct coverage of the school specialty standards content included in this document. Additionally, as appropriate, for each case or situation, student demographics, including ethnicity, and presenting problem and/or reason for why this problem or student has come to the attention of the school counseling program should be described and discussed—in order to set the scene for understanding the case or school situation.

1. You should provide a demonstration or description of how you did or would design and implement a prevention and intervention plan related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. [Keep in mind that your “plan” may include intervention/prevention components applied at the individual, small group, large group guidance, or school-wide level.] SCH D3 [For students: Your coverage of the preceding standard (SCH D3) will be evaluated using the following rubric]

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<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>The student did not adequately or accurately describe any prevention or intervention plan.</td>
<td>The student accurately described a prevention or intervention plan that was or could have been used in the case or situation described.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
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<td>Notes:</td>
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For students: Your coverage of the preceding standard (SCH D3) will be evaluated using the following rubric.
2. As you present your case or situation, you should articulate an understanding of cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning? SCH E1 [For students: Your coverage of the preceding standard (SCH E1) will be evaluated using the following rubric]

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<tr>
<th>Needs Improvement (Unacceptable)</th>
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</table>

The student did not adequately or accurately articulate an understanding of any cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

Notes:

The student accurately articulated an understanding of any cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

Notes:

The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.

Notes:
3. Please describe a school situation where you had to have an understanding of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. SCH E4 [For students: Your coverage of the preceding standard (SCH E4) will be evaluated using the following rubric]

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<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>1</td>
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<tr>
<td>The student did not adequately or accurately articulate the impact of multicultural counseling issues, ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity on student achievement.</td>
<td>The student accurately articulated the impact of multicultural counseling issues, ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity on student achievement.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
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</table>

Notes:
4. Tell us about how you have or would advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. SCH F2 [For students: Your coverage of the preceding standard (SCH F2) will be evaluated using the following rubric]

<table>
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<tr>
<th>Needs Improvement (Unacceptable)</th>
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<tbody>
<tr>
<td>1 The student did not adequately or accurately describe how to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
<td>2 The student accurately described how to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
<td>3 The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
</tr>
</tbody>
</table>

Notes:
5. Let’s say you had to face situations in your school where students were either experiencing substance abuse problems themselves or exposed to them within their families. What are the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. SCH G2 [For students: Your coverage of the preceding standard (SCH G2) will be evaluated using the following rubric]

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<tr>
<td>The student did not adequately or accurately articulate the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.</td>
<td>The student accurately articulated the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
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<td>Notes:</td>
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Notes:
6. Describe a program you have or would implement in your school and then describe different models of program evaluation that you might use to evaluate your school counseling program. SCH I2 [For students: Your coverage of the preceding standard (SCH I2) will be evaluated using the following rubric]

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<tr>
<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>The student did not adequately or accurately articulate an understanding of models for school counseling program evaluation.</td>
<td>The student accurately articulated an understanding of models for school counseling program evaluation.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
</tr>
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</table>

Notes:

7. What are peer helping strategies and how can you or have you implemented them within a school counseling program? [For students: Your coverage of the preceding standard (SCH N: 4) will be evaluated using the following rubric]

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<th>Needs Improvement (Unacceptable)</th>
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<tr>
<td>The student did not adequately or accurately describe peer helping strategies.</td>
<td>The student accurately described peer helping strategies that can be used effectively in schools.</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts.</td>
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</table>

Notes:
8. Discuss how you have or would participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. [For students: Your coverage of the preceding standard (SCH P1) will be evaluated using the following rubric]

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<th>Needs Improvement (Unacceptable)</th>
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<tbody>
<tr>
<td>The student did not adequately or accurately describe how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. Notes:</td>
<td>The student accurately described how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. Notes:</td>
<td>The student demonstrated a “2” performance, but also integrated multicultural, research, professional ethics, developmental or other key counseling concepts. Notes:</td>
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</table>

9. Follow up questions: The advisor and doctoral student can ask any questions they want as follow up questions during this oral examination/mock job interview.
Appendix G

Student Acknowledgment of Counselor Education Handbook Policies

A copy of this page is to be filed with the Counselor Education Teaching Assistant and your advisor during your first semester of enrollment. You cannot receive a grade in Fundamentals of Counseling without filing this form. Please sign below and then turn in a copy to the TA for your file.

I, (please print) __________________________________________, have read the Counselor Education Handbook in its entirety. I understand this handbook is part of our dynamic and responsive program and study, and thus is updated and revised as need be.

I agree to keep current with my program of study. I understand and accept the policies and information contained in the Handbook. I have discussed matters that are unclear to me with my Advisor.

My first semester of enrollment in the Department of Counselor Education was ____________________.

_________________________________________  __________________________
Student Signature  Date